



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

Cushing, Ft. Huachuca, AZ 85670

Fort Huachuca Accommodation District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Excelling  
2004-05 Excelling  
2003-04 Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Robert Henderson  
Schedule : 07:30 AM to 04:00 PM  
Grades : 6-8  
Web Address : th.html <<http://www.fthuachuca.k12.az.us/smith.html>>  
Phone Number : (520) 459-8892  
Fax Number : (520) 459-8939  
E-mail : hendersonb@fthuachuca.k12.az.us

### Mission

The mission of the Fort Huachuca Accommodation School District is to develop literate and responsible citizens who find joy in learning in an environment where every child has the opportunity to be successful.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü The percentage of pupils who pass AIMS will be higher than the previous school year, with a target goal of 95% passing.
- ü Ninety percent of all continuously enrolled students will demonstrate at least one year of academic progress as reported via the Measure of Academic Progress.

### Enrollment

October 1, 2005 School Year Student Enrollment : 351  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
Number of Students Attending Under Open Enrollment in 2005-06 : 149

## Instructional Programs

- ü Special Education
- ü ESL
- ü Honors Classes
- ü Gifted
- ü Reinforcement Math, Language, Reading
- ü Homework Support
- ü Attitude/Behavior Adjustment
- ü After School Computer Lab

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 13 minutes
First Day of School :	8/10/2005
Last Day of School :	5/28/2006

## Shared Responsibilities

### School

The teachers and principal will endeavor to keep parents well informed with respect to school events, programs, and the academic progress of each parent's child. Report cards are given to the students after each quarter and mailed home the fourth quarter. Progress reports are mailed home to parents on an as needed basis at the mid point of each quarter.

### Parents

We ask that parents keep abreast of events, attend open house and parent/teacher conferences. Most importantly, we ask parents to stay current with their child's academic progress and daily work assignments. Parents are encouraged to check their son's/daughters's school agenda each day for homework assignments and teacher communications.

## Transportation Policy

The district provides bus service for Colonel Smith students who live outside a one-mile radius from school. Transportation is also provided to and from Smith for gifted programs, band, field trips and athletic competitions.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Americanism Award for student art	2005
ü Art in Education Award for Black History Month Assembly	2005
ü Arizona State Fair - Student Art Awards	2005
ü Cochise County Fair - Student Art Awards	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	114	79327	97	97	98	526	526	518	4	4	19	17	17	20	66	66	46	13	13	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	53	38961	100	100	98	521	521	520	6	6	16	15	15	20	70	70	48	9	9	16
Male	61	61	40295	95	95	97	530	530	516	3	3	21	18	18	19	62	62	44	16	16	16
African American	32	32	4247	100	100	98	519	519	499	3	3	27	25	25	24	63	63	41	9	9	8
Hispanic	13	13	32327	100	100	98	505	505	499	23	23	27	NA	NA	25	69	69	41	8	8	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	63	63	36373	95	95	98	532	532	538	2	2	10	17	17	14	65	65	52	16	16	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	113	113	70006	98	98	100	526	526	524	4	4	14	16	16	19	66	66	49	13	13	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	20	20	37097	100	100	97	513	513	498	NA	NA	27	30	30	25	65	65	41	5	5	7
Non-Economically Disadvantaged	94	94	42230	97	97	99	529	529	535	5	5	11	14	14	15	66	66	50	15	15	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	115	79501	98	98	98	523	523	497	1	1	10	8	8	25	85	85	60	6	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	53	39062	100	100	99	525	525	502	2	2	8	4	4	23	89	89	64	6	6	5
Male	62	62	40368	97	97	98	521	521	491	NA	NA	13	11	11	27	82	82	57	6	6	3
African American	32	32	4279	100	100	99	515	515	485	NA	NA	14	13	13	30	81	81	54	6	6	2
Hispanic	13	13	32389	100	100	98	507	507	478	8	8	16	15	15	34	69	69	48	8	8	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	64	64	36446	97	97	99	530	530	516	NA	NA	4	5	5	15	89	89	73	6	6	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	113	113	70090	98	98	100	524	524	502	1	1	7	6	6	24	87	87	65	6	6	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	20	20	37183	100	100	97	510	510	479	NA	NA	16	15	15	34	85	85	49	NA	NA	1
Non-Economically Disadvantaged	95	95	42318	98	98	99	525	525	513	1	1	5	6	6	17	85	85	70	7	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	116	80000	99	99	99	578	578	564	2	2	3	3	3	11	80	80	75	16	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	53	39288	100	100	99	592	592	579	2	2	2	NA	NA	6	79	79	77	19	19	16
Male	63	63	40644	98	98	98	567	567	549	2	2	4	5	5	15	81	81	74	13	13	7
African American	32	32	4307	100	100	99	567	567	551	3	3	4	3	3	13	88	88	75	6	6	7
Hispanic	13	13	32672	100	100	99	588	588	548	NA	NA	4	NA	NA	14	85	85	76	15	15	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	65	65	36602	98	98	99	578	578	579	2	2	2	3	3	7	78	78	75	17	17	16
Students with Disabilities	NC	NC	9919	NC	NC	93	NC	NC	505	NC	NC	9	NC	NC	35	NC	NC	54	NC	NC	2
Students without Disabilities	114	114	70081	99	99	100	579	579	571	2	2	2	3	3	7	80	80	79	16	16	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	20	20	37534	100	100	98	559	559	547	5	5	4	5	5	15	75	75	76	15	15	5
Non-Economically Disadvantaged	96	96	42466	99	99	100	582	582	578	1	1	2	2	2	7	81	81	75	16	16	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	104	78546	100	100	97	559	559	543	5	5	15	14	14	18	61	61	52	20	20	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	50	38645	100	100	98	565	565	545	6	6	13	10	10	18	56	56	54	28	28	15
Male	54	54	39792	98	98	97	553	553	542	4	4	17	19	19	17	65	65	50	13	13	15
African American	24	24	4205	100	100	97	535	535	524	4	4	22	25	25	22	63	63	49	8	8	7
Hispanic	17	17	31177	100	100	97	557	557	524	12	12	22	12	12	23	59	59	48	18	18	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	55	55	36450	100	100	97	568	568	563	4	4	7	13	13	12	56	56	57	27	27	23
Students with Disabilities	10	10	8093	91	91	82	NA	NA	489	NA	NA	50	NA	NA	24	NA	NA	23	NA	NA	2
Students without Disabilities	94	94	70453	100	100	100	565	565	549	2	2	11	13	13	17	63	63	56	22	22	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	12	12	34694	92	92	96	549	549	524	17	17	23	8	8	23	67	67	48	8	8	7
Non-Economically Disadvantaged	92	92	43852	100	100	99	560	560	559	3	3	10	15	15	13	60	60	56	22	22	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	105	79045	100	100	98	541	541	512	1	1	10	13	13	25	74	74	58	11	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	50	38860	100	100	98	548	548	519	2	2	7	10	10	22	72	72	62	16	16	8
Male	55	55	40075	100	100	97	534	534	505	NA	NA	12	16	16	28	76	76	54	7	7	6
African American	24	24	4250	100	100	98	523	523	500	NA	NA	12	21	21	31	75	75	54	4	4	3
Hispanic	17	17	31314	100	100	98	531	531	493	6	6	16	18	18	34	59	59	48	18	18	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	55	55	36730	100	100	98	553	553	532	NA	NA	4	7	7	16	82	82	68	11	11	12
Students with Disabilities	11	11	8552	100	100	87	479	479	463	9	9	35	45	45	40	45	45	23	NA	NA	1
Students without Disabilities	94	94	70493	100	100	100	548	548	517	NA	NA	7	10	10	24	78	78	62	13	13	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	13	13	34922	100	100	96	519	519	493	8	8	15	23	23	34	62	62	48	8	8	3
Non-Economically Disadvantaged	92	92	44123	100	100	99	544	544	527	NA	NA	6	12	12	18	76	76	66	12	12	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	105	79657	100	100	99	577	577	566	NA	NA	3	2	2	8	98	98	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	50	39120	100	100	99	589	589	580	NA	NA	2	NA	NA	4	100	100	92	NA	NA	2
Male	55	55	40423	100	100	98	566	566	553	NA	NA	5	4	4	12	96	96	83	NA	NA	1
African American	24	24	4290	100	100	99	570	570	560	NA	NA	4	NA	NA	9	100	100	86	NA	NA	1
Hispanic	17	17	31642	100	100	99	575	575	552	NA	NA	5	6	6	11	94	94	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	55	55	36929	100	100	99	580	580	579	NA	NA	2	2	2	5	98	98	91	NA	NA	2
Students with Disabilities	11	11	9069	100	100	92	556	556	508	NA	NA	11	NA	NA	30	100	100	58	NA	NA	1
Students without Disabilities	94	94	70588	100	100	100	580	580	573	NA	NA	2	2	2	5	98	98	91	NA	NA	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	13	13	35341	100	100	97	570	570	551	NA	NA	5	NA	NA	12	100	100	83	NA	NA	0
Non-Economically Disadvantaged	92	92	44316	100	100	100	578	578	578	NA	NA	2	2	2	5	98	98	90	NA	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	115	78400	95	95	97	593	593	554	3	3	21	10	10	19	62	62	47	25	25	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	56	38686	100	100	98	585	585	554	NA	NA	20	13	13	20	70	70	49	18	18	12
Male	59	59	39636	91	91	96	600	600	554	7	7	23	7	7	18	54	54	46	32	32	13
African American	28	28	4193	93	93	97	577	577	533	4	4	32	18	18	23	57	57	40	21	21	5
Hispanic	20	20	30732	95	95	97	577	577	534	5	5	31	20	20	24	65	65	40	10	10	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	61	61	37038	95	95	97	602	602	575	2	2	11	3	3	14	64	64	56	31	31	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	106	106	70560	97	97	99	596	596	560	2	2	17	10	10	19	61	61	50	26	26	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	16	16	33014	100	100	95	549	549	534	19	19	31	19	19	24	56	56	40	6	6	5
Non-Economically Disadvantaged	99	99	45386	94	94	99	600	600	569	1	1	15	8	8	15	63	63	52	28	28	18

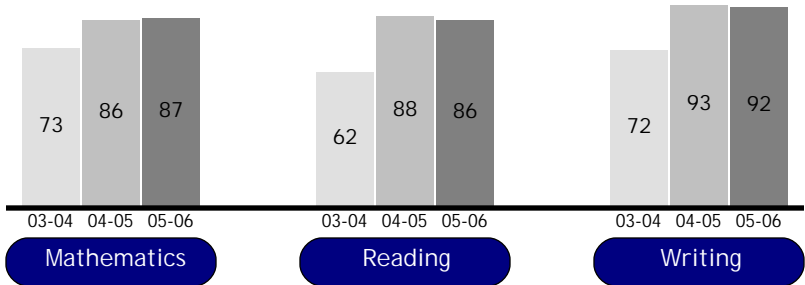
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	116	79179	96	96	98	556	556	519	NA	NA	11	14	14	27	70	70	58	16	16	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	56	38974	100	100	99	562	562	524	NA	NA	8	7	7	25	75	75	61	18	18	5
Male	60	60	40124	92	92	97	552	552	513	NA	NA	13	20	20	28	65	65	54	15	15	4
African American	28	28	4243	93	93	98	548	548	506	NA	NA	14	21	21	32	68	68	51	11	11	3
Hispanic	20	20	30987	95	95	98	553	553	498	NA	NA	17	20	20	36	60	60	45	20	20	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	62	62	37467	97	97	98	563	563	539	NA	NA	5	8	8	17	73	73	70	19	19	8
Students with Disabilities	10	10	8567	83	83	88	NA	NA	467	NA	NA	39	NA	NA	38	NA	NA	22	NA	NA	1
Students without Disabilities	106	106	70612	97	97	99	560	560	524	NA	NA	7	10	10	25	72	72	62	18	18	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	16	16	33345	100	100	96	540	540	499	NA	NA	17	19	19	36	75	75	46	6	6	1
Non-Economically Disadvantaged	100	100	45834	95	95	99	559	559	533	NA	NA	7	13	13	19	69	69	67	18	18	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	119	79734	98	98	99	580	580	554	1	1	3	8	8	19	92	92	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	56	39243	100	100	99	590	590	568	NA	NA	2	5	5	12	95	95	85	NA	NA	1
Male	63	63	40413	97	97	98	571	571	541	2	2	4	10	10	26	89	89	70	NA	NA	0
African American	30	30	4285	100	100	99	575	575	548	NA	NA	3	7	7	22	93	93	74	NA	NA	0
Hispanic	20	20	31254	95	95	99	592	592	539	NA	NA	5	NA	NA	25	100	100	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	63	63	37668	98	98	99	578	578	569	2	2	1	11	11	13	87	87	85	NA	NA	1
Students with Disabilities	10	10	8943	83	83	92	NA	NA	495	NA	NA	11	NA	NA	51	NA	NA	38	NA	NA	1
Students without Disabilities	109	109	70791	100	100	100	586	586	561	NA	NA	2	5	5	15	95	95	83	NA	NA	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	16	16	33718	100	100	97	571	571	538	NA	NA	5	19	19	26	81	81	69	NA	NA	0
Non-Economically Disadvantaged	103	103	46016	98	98	100	582	582	567	1	1	2	6	6	14	93	93	84	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	97	74	NA	56	100	67	67	51	99	73	73	56
	Language	99	64	64	48	100	61	61	47	99	72	72	50
	Mathematics	99	70	70	66	100	64	64	52	98	72	72	58
7	Reading	97	76	NA	54	99	58	58	50	100	75	75	54
	Language	97	73	73	58	99	59	59	52	100	75	75	58
	Mathematics	98	70	70	62	99	58	58	50	100	68	68	54
8	Reading	90	72	NA	55	99	66	66	51	98	76	76	58
	Language	93	68	68	52	99	66	66	50	98	72	72	56
	Mathematics	91	72	72	61	100	73	73	53	98	79	79	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Colonel Smith Middle School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü School Uniforms
- Ü Budget: Capital Expenditures
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü Campus Improvement/Beautification

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	2.00	Teacher Aide	8.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	2	3	0	0
7 to 9 years	1	4	0	0
10 or more years	2	12	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	114
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü 3 Computer Labs
- Ü Vocational Technology Lab
- Ü Full Music-Band Facilities/Art studio
- Ü Challenge Room

### Extracurricular Activities

- Ü Athletics
- Ü Student Council
- Ü Yearbook
- Ü National Junior Honor Society
- Ü Black History Assembly
- Ü Academic Team
- Ü French and Science Clubs
- Ü Band

### Social Services

- Ü Partnerships with Ft. Huachuca
- Ü Counseling Services/ICC
- Ü Behavior Coach
- Ü Health Services via Ft . Huachuca
- Ü Full Time Registered Nurse

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü Two Gold and two Silver and seven Bronze Medals at the Cochise County Computer Olympics. Over 2200 parent and community volunteer hours.
- ü Designated as an Excelling School by the Arizona Department of Education for the 2004-05 school year.  
Received the A+ Award from the Arizona Education Foundation for the 2004/5 school year. It was for a Power Point Math Program for grade eight.
- ü Cochise County Teacher of the Year for 2003-04. NASSP Middle School Principal of the Year: Arizona 2003-04.  
City of Sierra Vista Mayor's Art in Education Award.  
District's Support Person of the Year Award for 2003-04.
- ü Panther Band recieved the Arizona Pageant of Bands highest rating: Superior with Distinction in 2005.  
The band has also received ten 1st place band awards from the Sierra Vista Holiday Parade since 1981.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	84	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

A comprehensive District Emergency Procedures Plan has been put into effect.  
 Faculty, Staff and Visitor Identification Badges.  
 Attitude Adjustment Program promoting appropriate conduct and success for all students.  
 Zero Tolerance for Harassment/Violence.  
 School Uniforms.  
 School Wide Behavior Plan.  
 Saturday Detention.  
 Ft. Huachuca Youth Council.  
 Friday detention  
 Noon detention hall

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Diane Dudzik	(520) 459-8892
Transportation Policy	Todd Poer	(520) 459-8891
Community Resources	to be announced	(520) 533-1133
School Nutrition Programs	Sandra Stringer	(520) 459-4453
Parent Organization	Mrs. Wendy Taylor	(520) 459-8892
Student Health/Nurse	Susan Jacoby R.N.	(520) 459-8897

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."



## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.